R E P O R T R E S U M E S

ED 020 972 UD 005 645

A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE LOS ANGELES AND PHOENIX PUBLIC SCHOOLS.

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PUB DATE 64

EDRS PRICE MF-$0.25 HC-$1.84 44P.

DESCRIPTORS- *AMERICAN HISTORY, *SCHOOL SURVEYS, *HISTORY INSTRUCTION, *MINORITY GROUP CHILDREN, *RESEARCH METHODOLOGY, URBAN AREAS, DISADVANTAGED GROUPS, INTERVIEWS, TEACHERS, ADMINISTRATIVE PERSONNEL, COMMUNITY LEADERS, STUDENTS, CURRICULUM, COURSE CONTENT, TEXTBOOKS, LIBRARY FACILITIES, AUDIOVISUAL AIDS, LOS ANGELES, CALIFORNIA, PHOENIX, ARIZONA

PRESENTED ARE INTERVIEW SCHEDULES TO BE USED IN A SURVEY OF AMERICAN HISTORY INSTRUCTION IN THE LOS ANGELES AND THE PHOENIX PUBLIC SCHOOLS SERVING A DISADVANTAGED AND MINORITY GROUP POPULATION. THERE ARE FORMS DEALING WITH CURRICULUM, COURSE CONTENT TEXTUAL MATERIALS, LIBRARY FACILITIES, AND AUDIOVISUAL MATERIALS. OTHER INTERVIEW SCHEDULE FORMS ARE DESIGNED FOR USE WITH ADMINISTRATIVE PERSONNEL, TEACHERS, COMMUNITY REPRESENTATIVES, AND STUDENTS. THIS ARTICLE IS PUBLISHED IN HISTORICAL EVALUATION AND RESEARCH ORGANIZATION, WASHINGTON, D.C., "HISTORY AND URBAN EDUCATION, A FIVE-CITY SURVEY PLAN, 1964-1965," 1964. (NH)

05643

HISTORY AND URBAN EDUCATION

A FIVE-CITY SURVEY PLAN

1964-1965

HISTORICAL EVALUATION AND RESEARCH ORGANIZATION

2233 WISCONSIN AVENUE, N.W.

WASHINGTON, D. C. 20007

ED 005 645

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A SURVEY OF AMERICAN HISTORY INSTRUCTION FOR DISADVANTAGED YOUTH IN THE LOS ANGELES AND PHOENIX PUBLIC SCHOOLS *

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UD 005 645

*The detailed composition of Dr. Martin's survey plans provides a flexible model for other cities.

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INTERVIEW SCHEDULE I

General Information

Teaching and learning take place within a general context. In order to discover the pattern of any specific teaching-learning area, in this case the teaching of history to underpriviledged and minority group children, it is necessary first to determine this general context. Interview Schedule I: General Information was developed to accomplish this task. This schedule is not designed to be exhaustive, but rather to provide a broad overall picture of curriculum and materials. Securing the information called for should be neither difficult nor time consuming. It is intended to be flexible and each consultant should feel free to modify or extend it to suit local requirements.

It is quite possible that it would be feasible to gather such information from all fifteen cities participating in the Great Cities Program for School Improvement in addition to the cities already being surveyed.

CURRICULUM

Subject Areas in U.S. History

Elementary

Subject Areas	Grade Level	Hours Week			
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information _____

Junior High

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information _____

CURRICULUM

Senior High

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					

Source of information _____

Junior College

Subject Areas	Grade Level	Hours Week	Required or Elective		
U.S. History					
State & Local History					
World History (incl. U.S.)					
Other (Specify)					
Source of information					

Source of information _____

General information--subject areas

Who determines what subjects will be offered at what level? _____

_____

_____

_____

Source of information _____

What deviations, if any, are permitted officially from this formal organization in any given school? _____

_____

_____

_____

_____

Source of information _____

What are the controls in the system that ensure adherence to the basic curriculum structure? _____

_____

_____

_____

_____

Source of information _____

General information--subject areas

What are the procedures or policies with regard to modifications in subject areas? _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

_____

Source of information _____

Courses of Study in U. S. History

Elementary

Specific Title of Course of Study e.g. "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?

Source of information _____

Courses of Study in U. S. History

Junior High School

Specific Title of Course of Study e.g., "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?	

Source of information_____

Courses of Study in U. S. History

Senior High School

Specific Title of Course of Study e.g., "Narrative History of the U. S. of America."	Grade Level	Hours Week	Required or Elective	Is adherence to course of study mandatory?	

Source of information_____

General information - subject areas

Who determines the content of the courses of study?

_____

_____

_____

Source of information _____

To what extent are deviations from the content of the course of study permitted officially? _____

_____

_____

_____

Source of information _____

To what extent are deviations from the content of the course encouraged? _____

_____

_____

_____

Source of information _____

What are the controls in the system that ensure adherence to the courses of study? _____

_____

_____

_____

Source of information _____

General information--subject areas

What are the procedures or policies with regard to modification of courses of study? _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

Source of information _____

MATERIALS

Textual materials

Elementary

Subject	Grade Level	Textbook (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted	

Source of information _____

MATERIALS

Textual materials

Elementary

Subject	Grade Level	Textbook, (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted

Source of information _____

MATERIALS

Textual materials

Senior High School

Subject	Grade Level	Textbook, (Author(s), Title, Publisher, edition, date	Required or Supplementary	When Adopted

Scurce of information _____

General information - textbook materials

Who selects the required textbooks in this school system?

_____

_____

Source of information _____

What are the general procedures followed in making a textbook selection? _____

_____

_____

Source of information _____

Who selects the supplementary textbooks? _____

_____

Source of information _____

Are there any special procedures necessary to use supplementary texts? _____

_____

_____

Source of information _____

Is it mandatory for every teacher to use the officially adopted text? _____

_____

_____

Source of information _____

General information--textbook materials

How long is each required text used before its adoption is subject to review? _____

_____

Source of information _____

Is review automatic or are there conditions for review?

_____

_____

Source of information _____

Can the school system ___ or an individual school ___ (check which applies) develop its own text materials?

_____

_____

Source of information _____

Can these materials replace the officially adopted text? _____ Supplement them only? _____

Remarks: _____

_____

Source of information _____

_____

_____

Source of information _____

_____

_____

Source of information _____

LIBRARY FACILITIES

Elementary

Does each elementary school have its own library?_____

_____

_____

_____

Source of information_____

If it does, who acts as librarian? _____

_____

_____

Source of information _____

Who selects the books for the library? _____

_____

Source of information _____

Are there any restrictions on what books can be placed in the library? _____

_____

Source of information _____

Is it possible to secure circulation data? _____

_____

Source of information _____

Are there any special funds or provisions for classroom libraries? _____

_____

Source of information _____

LIBRARY FACILITIES

Elementary

Are there any specific limitations or controls in the materials in a classroom library? _____

_____

_____

Source of information _____

What relationships exist between the public libraries and elementary schools? _____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

Source of information _____

LIBRARY FACILITIES
Junior High

Does each junior high school have its own library?___

_____

_____

_____Librarian?_____

Source of information _____

Who selects the books for the library?_____

_____

Source of information _____

Are there any restrictions on what books can be placed in the library? _____

_____

Source of information _____

Is it possible to secure circulation data? _____

_____

Source of information _____

Are there any special funds or provisions for classroom libraries? _____

_____

Source of information _____

Are there any specific limitations or controls on the materials in a classroom library? _____

_____

Source of information _____

Junior High

What relationships exist between the public libraries and the junior high school? _____

_____

_____

Source of information _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

Source of information _____

LIBRARY FACILITIES

Senior High

Does each senior high school have its own library?___

_____

_____

_____Librarian?_____

Source of information _____

Who selects the books for the library? _____

_____

Source of information _____

Are there any restrictions on what books can be placed in the library? _____

_____

Source of information _____

Is it possible to secure circulation data? _____

_____

Source of information _____

Are there any special funds or provisions for classroom libraries? _____

_____

_____

Source of information _____

Are there any specific limitations or controls on the materials in a classroom library? _____

_____

Source of information _____

What relationships exist between the public libraries and the senior high schools? _____

_____

_____

Source of information _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

Source of information _____

AUDIO-VISUAL MATERIALS

Elementary

What audio-visual materials are generally available to each elementary school? Film_____Film Strips_____ Slides_____Tape recordings_____Phonograph records_____ Maps_____Charts and Graphs_____Pictures_____TV_____ Radio_____Qualifying remarks_____

_____

Source of information_____

Are there catalogs available from which teachers can select materials? _____

Source of information _____

Can teachers use materials other than those on approval lists? _____

_____

Source of information _____

Who selects the audio-visual material for use at the elementary level? _____

_____

Source of information _____

What procedures are used in the selection of audio-visual materials? _____

_____

_____

Source of information _____

AUDIO-VISUAL MATERIALS

Elementary

What facilities are available for each classroom to use audio-visual materials? Film projectors_____ Slide projector_____Film Strip projectors_____ opaque projectors_____ Overhead projectors_____ _____Tape recorders_____Phonograph_____ _____Television_____Radio_____

Qualifying remarks (include relative distribution of above in each school)_____

_____

_____

Source of information_____

What facilities and funds are available to the classroom teacher to produce own materials? _____

_____

_____

_____

_____

Source of information_____

Is there one person in charge of administering audio-visual program? _____

Full or part-time? _____

Qualifying remarks _____

_____

Source of information _____

_____

_____

Source of information _____

AUDIO-VISUAL MATERIALS
Junior High

What audio-visual materials are generally available to each junior high school? Films_____Film Strips_____ Slides_____Tape Recordings_____Phonograph Records_____ _____ Maps_____Charts and Graphs_____Pictures_____ _____TV_____Radio_____

Qualifying remarks _____

_____

Source of information _____

Are there catalogs available from which teachers can select materials? _____

Source of information _____

Can teachers use materials other than those on approval lists? _____

Source of information _____

Who selects the audio-visual material for use at the junior high level? _____

Source of information _____

What procedures are used in the selection of audio-visual materials? _____

_____

_____

_____

Source of information _____

AUDIO-VISUAL MATERIALS

Senior High

What audio-visual materials are generally available to each senior high school? Films_____Film Strips_____ _____Slides_____Tape recordings_____ Phonograph Records_____Maps_____Charts and Graphs _____Pictures_____T.V._____Radio_____

Qualifying remarks_____

_____

_____

Source of information _____

Are there catalogs available from which teachers can select materials? _____

Source of information _____

Can teachers use materials other than those on approval lists?_____

_____

Source of information_____

Who selects the audio-visual material for use at the senior high level? _____

Source of material _____

What procedures are used in the selection of audio-visual materials? _____

_____

_____

_____

Source of information _____

General information--audio-visual materials

Is there an audio-visual center or department for the entire system? (If "yes" provide a brief statement of general structure) _____

_____

_____

_____

_____

_____

Source of information _____

Are there catalogs of audio-visual materials available? _____

_____

_____

_____

_____

Source of information _____

Is it possible to secure data on frequency, location, etc. of use for specific audio-visual materials? _____

_____

_____

Source of information _____

General information--audio-visual materials

What procedures are used in the selection of audio-visual materials? _____

_____

_____

_____

_____

Source of information _____

Does the school system produce any of their own audio-visual materials? _____

_____

_____

_____

Source of information _____

Are there any specific controls or limitations placed on the use of audio-visual materials? _____

_____

_____

Source of information _____

Does the school system have regularly scheduled educational radio and/or T.V. programs?

_____

_____

_____

_____

Source of information _____

General information--audio-visual materials

Is it possible to secure data with regard to program logs, patterns of utilization, etc. of radio and TV programs?

_____

_____

Source of information _____

Are there sources in the community (measures, film libraries, etc.) where teachers can and do secure audio-visual materials for classroom use?_____

_____

_____

_____

Source of information _____

Does the state offer any audio-visual services? _____

_____

_____

_____

_____

Source of information _____

_____

_____

_____

_____

_____

Source of information _____

INTERVIEW SCHEDULE II

Administrative Personnel

This interview schedule is designed to be used with administrative personnel: subject matter supervisors, consultants, principals, guidance counselors, etc.; who are in a position to view broadly the problems of teaching U. S. History to underprivileged, minority group children.

It is suggested that these interviews be taped and later transcribed or the tapes abstracted and written answers to questions supplied at interviewer's leisure.

Interview Schedule II Questions

for Administrative Personnel

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. As you see it, what are the special problems we face in teaching American history to these children? Why? Does any particular group present special problems? Why?

3. Do you think the textual materials you are currently using are adequate for the task? Why? Why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

4. Do you think the audio-visual materials in use are adequate for the task? Why? or Why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

Interview Schedule II Questions for Administrative Personnel

5. Do you know of any special projects or programs in your (school, district, etc.) that are designed to improve the teaching of history to these children? If so, would you describe them?

6. If you could make any changes you wanted in the teaching of American history to these children, what changes would you make? Why?

INTERVIEW SCHEDULE III

Teachers

This interview schedule is designed to be used with a sample of teachers who on the basis of their daily experience teaching these children are in a position to view the problem specifically. These are the people who ultimately must use any new approaches or materials, hence their perspective is particularly important.

It is suggested that these interviews be taped and later transcribed, or the tapes abstracted and written answers to questions supplied at the interviewer's leisure.

INTERVIEW SCHEDULE IV

Community

This interview schedule is designed to be used with a sample of community people who are engaged in working with these children in areas outside of school. This would include such people as social workers, juvenile police, in Los Angeles Youth Opportunity Board personnel, etc.

This dimension is important because these people often see these children in a context different from that of the school and may give us some fresh insights.

It is suggested that these interviews be taped and later transcribed, or the tapes abstracted and written answers to questions supplied at the interviewer's leisure.

Interview Schedule IV Questions for Community

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. What ideas do you have about the teaching of the American heritage to these children?

3. Do you know of any special projects or programs outside of those in schools that seem to be attempting to do this job?

INTERVIEW SCHEDULE V

Teachers

1. How effective do you think we have been in teaching American history to underprivileged, minority group children? What sort of evidence do you think bears out this observation?

2. As you see it, what are the special problems you face in teaching American history to these children? Why?

3. Do you think the textual materials you are currently using are adequate for the task? Why? or why not? How would you change them? What are the problems involved in changing them? How would you get around each problem?

4. Do you think the supplementary text materials you use are helpful? Why? Are there enough of them? What kinds of supplementary materials would you like to see more of?

5. Do you think the audio-visual materials in use are adequate for the task? Why? or why not? How do they compare with text materials in usefulness to these children? How would you change them?

6. Are there any special techniques or approaches that you have used with these children that have seemed promising? Why?

7. Do you know of anything any other teacher has done or any special projects that are going on in the schools?

8. If you could make any changes you wanted in the teaching of American history to these children, what changes would you make? Why?

INTERVIEW SCHEDULE VI

Teachers

While there is a great deal of value in assessing individual opinion in isolation, there can also be value in securing group reaction to a problem, for in this situation each participant can act as a catalyst to the thinking of the other.

Also assessing individual opinion as in Interview Schedule III has necessary limitations of time, and frequently there is value in becoming steeped in a problem for a concentrated but comparatively longer period of time to achieve greater depth and breadth of opinion.

With these two points in mind it is proposed that there be called together for an all day session, including lunch, six to eight representative teachers from both junior and senior high schools having large numbers of underprivileged, minority group children.

The sessions should be taped and a recorder also appointed to preserve any material written on chalkboard.

It would be hoped that sufficient rapport would be established by the consultant to make it possible to visit the classes of these teachers later and see a rather natural unrehearsed history session.

Outline for Teachers

1. Establish framework for session. This may be done by variation of Von Meerings tape stimulus device (cf. Otto Van Meering, A Grammar of Human Values, Pittsburgh: University of Pittsburgh Press, 1961, pp 249-261.)

2. Appoint recorder.

Interview Schedule VI Outline for Teachers

3. Allow discussion and thinking to revolve generally about these three topics:

   A. Objectives of teaching American history to under-privileged, minority group children.

   B. Special difficulties in achieving these objectives.

   C. What is needed to meet these difficulties.

Try to maintain open-ended structure and only provide direction when the spread of topics becomes extreme. Remember objective of this session is to extend the range of possibilities we are likely to discover in Interview Schedule III.

INTERVIEW SCHEDULE VII

Students

One of the most important dimensions of the problem of teaching American history to underprivileged, minority group children is the meaning of that history to them. This section of the research plan is designed to measure that meaning to some extent.

The technique to be used will be Charles E. Osgood's semantic differential, a seven point rating technique terminating in bipolar adjectives for the measurement of meaning (cf. Osgood, Charles E., George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning, Urbana, Illinois, University of Illinois Press, 1957). It is designed to give an objective measure of the connotative meaning of concepts by a combination of association and scaling procedures. The subject is asked to allocate a concept to an entire set of scales defined by pairs of polar terms. For example, "American history is a dull, worthless subject" can be at least partially represented as "American history" for the concept and the pairs of polar terms dull-exciting, and valuable-worthless as shown below:

AMERICAN HISTORY

dull____: ____: ____: ____: ____: ____: ____: exciting

valuable____: ____: ____: ____: ____: ____: ____: worthless

The greater the strength of association the more polarized is the allocation toward space 1 or 2.

Using appropriate analytical techniques it is possible to allocate a positional value to the judgment of a particular concept, on a particular scale by a particular subject or subjects.

The scales are organized into three categories: evaluative (good-bad, important-unimportant); potency (strong-weak, worthless-valuable) and activity (exciting-dull, active-passive).

The concepts used in this research are American History, Science, School, History of Los Angeles, Science Books, History Books, History Teachers, Science Teachers, Films about American History, Science Films.

The concepts and scales will be given to a sample of high school students in a predominately lower-class Negro area, a pre-dominately Mexican-American area, and a predominately middle-class area; the data will then be analyzed to see the extent to which there are significant differences in the meaning of these concepts in the three factors of evaluation, potency and activity between these three groups, and significant differences in the meaning of these concepts within each group. For example, do Mexican-Americans evaluate the history of Los Angeles higher than either American Negroes or white middle-class students? Do they evaluate it higher than American history?

INSTRUCTIONS

On each of the following pages there will be some names of things or people written in capital letters in the middle of the page. Under each of these there will be another pair of words, written in small letters, one on each side. Here is an example.

MONEY

good ____: ____: ____: ____: ____: ____: ____: bad

Each pair of words forms a scale as on a ruler or a thermometer. By making a check mark along this scale you can tell us what idea or feeling you have about the thing or person named above this scale. For example, if you feel that the thing or person named above the scale is very closely connected with one end of the scale you make a check mark either like this

MONEY

good ✓: ____: ____: ____: ____: ____: ____: bad

or like this

MONEY

good ____: ____: ____: ____: ____: ____: ✓: bad

If you feel that the thing or person named above the scale is closely connected with one end of the scale, you make a mark either like this

MONEY

good ____: ✓: ____: ____: ____: ____: ____: bad

or like this

MONEY

good ____: ____: ____: ____: ____: ✓: ____: bad

If you feel that the thing or person is only slightly connected to one end of the scale, you make a check mark either like this

MONEY

good ____: ____: ✓: ____: ____: ____: ____: bad

or like this

MONEY

good ____: ____: ____: ____: ✓: ____: ____: bad

If you feel that neither one is connected or you are undecided place a check mark in the center space like this

MONEY

good ____: ____: ____: ✓: ____: ____: ____: bad

Do not leave any line blank.
Do not spend more than a few seconds marking each one. Your first idea is what we would like to learn about.

TURN THE PAGE AND BEGIN WORKING

AMERICAN HISTORY

good ____: ____: ____: ____: ____: ____: ____: bad

BOOKS

passive ____: ____: ____: ____: ____:____: ____: active

SCIENCE TEACHERS

strong ____: ____: ____: ____: ____: ____: ____: weak

SCHOOL

unimportant ____: ____: ____: ____: ____: ____: ____: important

SCIENCE

exciting ____: ____: ____: ____: ____: ____: ____: dull

FILMS ABOUT AMERICAN HISTORY

valuable ____: ____: ____: ____: ____: ____: ____: worthless

HISTORY TEACHERS

dull ____: ____: ____: ____: ____: ____: ____: exciting

HISTORY OF LOS ANGELES

good ____: ____: ____: ____: ____:____: ____: bad

: HISTORY BOOKS

dull ____: ____: ____: ____: ____: ____: ____: exciting

SCIENCE FILMS

important ____: ____: ____: ____: ____: ____: ____: unimportant

SCIENCE BOOKS

exciting ____: ____: ____: ____: ____: ____: ____: dull

FILMS ABOUT AMERICAN HISTORY

bad ____: ____: ____: ____: ____: ____: ____: good

SCHOOL

dull ____: ____: ____: ____: ____: ____:____: exciting

HISTORY TEACHERS

strong ____: ____: ____: ____: ____: ____: ____: weak

HISTORY OF LOS ANGELES

worthless ____: ____: ____: ____: ____: ____: ____: valuable

HISTORY BOOKS

unimportant ____: ____: ____: ____: ____: ____: ____: important

AMERICAN HISTORY

active ____: ____: ____: ____: ____:____: ____: passive

HISTORY BOOKS

good ____: ____: ____: ____: ____: ____: ____: bad

HISTORY OF LOS ANGELES

dull ____: ____: ____: ____: ____: ____: ____: exciting

SCIENCE TEACHERS

good ____: ____: ____: ____: ____: ____: ____: bad

BOOKS

unimportant ____: ____: ____: ____: ____: ____: ____: important

HISTORY OF LOS ANGELES

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCIENCE BOOKS

bad ____: ____: ____: ____: ____: ____: ____: good

AMERICAN HISTORY

exciting ____: ____: ____: ____: ____:____: ____: dull

SCHOOL

passive ____: ____: ____: ____: ____: ____: ____: active

HISTORY TEACHERS

good ____: ____: ____: ____: ____: ____: ____: bad

SCIENCE

unimportant ____: ____: ____: ____: ____: ____: ____: important

FILMS ABOUT AMERICAN HISTORY

exciting ____: ____: ____: ____: ____: ____: ____: dull

BOOKS

bad ____: ____: ____: ____: ____: ____: ____: good

HISTORY OF LOS ANGELES

important ____: ____: ____: ____: ____: ____: ____: unimportant

SCIENCE TEACHERS

dull ____: ____: ____: ____: ____: ____: ____: exciting

AMERICAN HISTORY

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCHOOL

good ____: ____: ____: ____: ____: ____: ____: bad

SCIENCE FILMS

exciting ____: ____: ____: ____: ____: ____: ____: dull

BOOKS

worthless ____: ____: ____: ____: ____: ____: ____: valuable

SCIENCE

active ____: ____: ____: ____: ____: ____: ____: passive

SCIENCE

worthless ____: ____: ____: ____: ____: ____: ____: valuable

FILMS ABOUT AMERICAN HISTORY

important ____: ____: ____: ____: ____: ____: ____: unimportant

HISTORY OF LOS ANGELES

dull ____: ____: ____: ____: ____: ____: ____: exciting

SCHOOL

valuable ____: ____: ____: ____: ____: ____: ____: worthless

SCIENCE BOOKS

unimportant ___: ___: ___: ___: ___: ___: ___: important

BOOKS

exciting ___: ___: ___: ___: ___: ___: ___: dull

AMERICAN HISTORY

important ___: ___: ___: ___: ___: ___: ___: unimportant

SCIENCE BOOKS

worthless ___: ___: ___: ___: ___: ___: ___: valuable

SCIENCE FILMS

good ___: ___: ___: ___: ___: ___: ___: bad

HISTORY BOOKS

worthless ___: ___: ___: ___: ___: ___: ___: valuable

SCIENCE

bad ___: ___: ___: ___: ___: ___: ___: good